



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2837 N. Los Altos Avenue, Tucson, AZ 85705

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing Plus
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Susan Haas
 Schedule : 07:30 AM to 04:00 PM
 Grades : K-5
 Web Address : www.amphi.com/schools/keeling
 Phone Number : (520) 696-6940
 Fax Number : (520) 696-6977
 E-mail : shaas@amphi.com

Mission

The mission of the Keeling School community is to educate individuals to their maximum potential by providing a quality education in an atmosphere of mutual respect and trust.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Not Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	Warning Year
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü 80% of our continuing students will maintain or improve on the District reading assessments (DIBELS and/or Level Testing).
- ü 80% of the continuing students in grades 3-5 will improve on the District Math Assessment (Level Testing). 80% of our continuing K-2 students will pass their Saxon Math Assessments with at least 80% accuracy.
- ü Students will work toward being Math Masters in the basic facts.

Enrollment

October 1, 2005 School Year Student Enrollment : 486
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² No
 Number of Students Attending Under Open Enrollment in 2005-06 : 34

Instructional Programs

- Ü Houghton-Mifflin Reading
- Ü Saxon Math
- Ü Full-Day Kindergarten
- Ü On-Site Special Education
- Ü SEI
- Ü Project ACHIEVE
- Ü Second Step

Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/11/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Committed to meeting all needs of students. Parents/students/staff commit to open communication/understanding/sense of togetherness. Parents/students/classroom teachers enter into/sign contract of understanding of rules/policies/district regulations.

Parents

Will support school in educating children by seeing that children attend school regularly/on time; provide time for homework/check progress; let children know importance of education; provide children nutritional meals. Ensure eight hours unbroken sleep.

Transportation Policy

District vehicles/school buses provided as service to district students. Riding in school vehicle is a privilege. Only students residing in attendance area shall be eligible for transportation. Bus stops are located 1/2 mile for all students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Honor Awards (Grades 4-5)	1994-2005
Ü Math Masters (Grades 2-5)	1994-2005
Ü 100 Mile Award (Grades 3-5)	1994-2005
Ü Cougar Pride Award for Attendance	2004-2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1211	80010	97	99	99	434	456	447	7	8	10	31	15	18	54	55	53	7	23	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	581	38935	98	100	99	426	453	447	7	7	9	41	18	19	50	55	55	2	20	17
Male	39	628	40974	95	98	98	443	460	448	8	8	11	21	13	18	59	54	52	13	26	19
African American	NC	63	4201	NC	98	99	NC	432	430	NC	22	17	NC	16	23	NC	51	51	NC	11	9
Hispanic	59	450	34545	95	99	99	433	434	432	8	13	14	27	25	24	58	53	53	7	10	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	477	474	NC	4	4	NC	2	10	NC	60	50	NC	35	36
American Indian/Alaskan Native	NC	35	3979	NC	100	96	NC	441	424	NC	11	17	NC	14	30	NC	66	47	NC	9	6
White	15	609	35142	94	99	99	435	474	465	NA	2	5	53	9	11	33	55	56	13	33	28
Students with Disabilities	NC	203	10161	NC	98	93	NC	431	419	NC	18	28	NC	27	28	NC	44	36	NC	11	8
Students without Disabilities	74	1008	69849	100	99	100	436	461	451	7	6	7	30	13	17	57	57	56	7	25	19
Limited English Proficient Students	17	117	14013	94	97	97	406	404	413	18	32	24	59	35	34	24	32	39	NA	2	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	75	574	39029	96	96	98	431	434	432	7	13	14	35	23	25	55	56	52	4	8	9
Non-Economically Disadvantaged	NC	637	40981	NC	100	100	NC	477	462	NC	3	6	NC	8	13	NC	53	54	NC	36	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1213	79438	97	99	98	437	458	451	8	8	9	29	20	24	61	57	56	1	14	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	583	38775	98	100	99	434	461	457	11	7	7	25	20	22	64	58	58	NA	15	13
Male	39	628	40560	95	98	97	441	456	446	5	9	12	33	20	25	59	57	54	3	14	9
African American	NC	64	4178	NC	100	98	NC	435	439	NC	20	13	NC	20	29	NC	55	52	NC	5	6
Hispanic	59	451	34297	95	99	98	436	435	434	8	13	14	29	33	31	61	49	50	2	5	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	477	475	NC	4	3	NC	8	15	NC	65	63	NC	23	20
American Indian/Alaskan Native	NC	35	3940	NC	100	95	NC	434	429	NC	11	14	NC	46	36	NC	40	47	NC	3	3
White	15	609	34887	94	99	98	440	478	471	7	3	4	33	11	15	60	64	63	NA	22	18
Students with Disabilities	NC	202	9588	NC	98	88	NC	428	416	NC	22	30	NC	28	32	NC	44	34	NC	7	5
Students without Disabilities	74	1011	69850	100	100	100	438	464	456	7	5	7	30	19	23	62	60	59	1	16	12
Limited English Proficient Students	17	118	13856	94	98	96	404	393	407	29	43	27	35	33	43	35	24	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	75	575	38685	96	96	97	435	434	435	8	13	14	31	33	32	60	50	50	1	4	5
Non-Economically Disadvantaged	NC	638	40753	NC	100	99	NC	480	467	NC	4	5	NC	9	16	NC	64	62	NC	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	1212	79971	97	99	99	435	434	423	2	7	8	37	35	41	55	50	49	5	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	581	38974	98	100	99	441	447	437	5	5	5	30	27	33	61	58	57	5	10	4
Male	39	629	40895	95	99	98	428	422	410	NA	9	10	46	42	47	49	43	41	5	6	2
African American	NC	64	4203	NC	100	99	NC	395	411	NC	22	11	NC	38	45	NC	34	43	NC	6	2
Hispanic	59	449	34481	95	99	99	437	419	410	3	10	10	34	42	46	59	44	43	3	4	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	458	449	NC	4	4	NC	21	28	NC	60	60	NC	15	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	410	409	NC	9	10	NC	49	47	NC	40	42	NC	3	1
White	15	610	35150	94	99	99	438	448	437	NA	4	5	40	30	35	47	56	56	13	10	5
Students with Disabilities	NC	202	10258	NC	98	94	NC	394	377	NC	17	23	NC	44	51	NC	38	25	NC	1	1
Students without Disabilities	74	1010	69713	100	100	100	439	441	429	1	5	5	36	33	39	57	53	52	5	9	3
Limited English Proficient Students	17	115	13985	94	95	97	403	368	382	12	30	18	47	42	54	41	28	27	NA	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	75	575	38994	96	96	98	436	413	409	3	10	10	36	45	47	57	42	41	4	3	1
Non-Economically Disadvantaged	NC	637	40977	NC	100	100	NC	452	437	NC	4	5	NC	25	34	NC	58	56	NC	12	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	69	1230	80147	93	97	99	478	492	482	6	7	11	20	15	17	58	47	49	16	30	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	595	39281	97	98	99	489	492	483	NA	6	9	14	15	17	65	48	50	22	31	24
Male	32	634	40780	89	96	98	465	492	482	13	8	12	28	15	17	50	47	48	9	30	24
African American	NC	54	4249	NC	96	99	NC	478	464	NC	11	17	NC	13	22	NC	56	48	NC	20	13
Hispanic	52	451	33494	91	97	99	474	473	466	6	10	15	23	23	23	58	50	49	13	17	14
Asian/Pacific Islander	NC	41	2103	NC	100	99	NC	526	515	NC	NA	4	NC	5	8	NC	37	44	NC	59	45
American Indian/Alaskan Native	NC	25	4117	NC	100	96	NC	465	456	NC	8	19	NC	32	27	NC	56	46	NC	4	8
White	10	658	36122	91	97	99	NA	505	501	NA	5	5	NA	10	10	NA	46	50	NA	39	35
Students with Disabilities	NC	190	10295	NC	88	92	NC	459	443	NC	24	33	NC	26	26	NC	36	33	NC	14	8
Students without Disabilities	66	1040	69852	100	99	100	480	498	488	3	4	7	21	13	16	59	50	51	17	33	26
Limited English Proficient Students	18	150	12722	82	96	97	438	442	441	17	21	27	39	37	33	44	39	37	NA	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	65	568	38371	90	96	97	478	469	465	6	12	15	20	23	23	57	51	49	17	14	13
Non-Economically Disadvantaged	NC	662	41776	NC	99	100	NC	512	498	NC	3	6	NC	9	11	NC	45	49	NC	44	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1231	79686	95	97	98	460	477	470	10	9	11	33	21	24	57	58	57	NA	11	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	594	39163	97	98	99	472	482	475	3	8	9	27	19	22	70	61	60	NA	13	10
Male	33	636	40438	92	97	97	445	473	465	18	10	13	39	24	25	42	56	54	NA	10	7
African American	NC	54	4228	NC	96	98	NC	463	458	NC	19	15	NC	17	28	NC	61	53	NC	4	4
Hispanic	52	450	33299	91	97	98	451	457	452	13	13	17	38	34	32	48	50	47	NA	4	3
Asian/Pacific Islander	NC	41	2097	NC	100	99	NC	489	490	NC	5	5	NC	10	13	NC	78	68	NC	7	14
American Indian/Alaskan Native	NC	25	4087	NC	100	96	NC	461	446	NC	8	16	NC	36	38	NC	52	44	NC	4	2
White	11	660	35914	100	98	98	487	492	489	NA	5	5	18	14	15	82	63	67	NA	18	14
Students with Disabilities	NC	190	9808	NC	88	87	NC	440	432	NC	31	35	NC	27	32	NC	37	30	NC	5	3
Students without Disabilities	67	1041	69878	100	100	100	460	484	475	10	5	8	33	20	23	57	62	61	NA	12	9
Limited English Proficient Students	18	149	12594	82	95	96	424	419	422	28	34	34	56	50	45	17	15	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	65	567	38095	90	96	97	459	453	452	11	16	17	34	33	32	55	49	48	NA	3	3
Non-Economically Disadvantaged	NC	664	41591	NC	99	99	NC	498	486	NC	3	6	NC	11	16	NC	67	65	NC	19	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	1231	80372	92	97	99	477	480	475	4	4	4	24	29	30	69	64	64	3	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	595	39452	95	98	99	498	491	488	NA	4	3	8	22	22	89	70	72	3	5	3
Male	32	635	40836	89	97	98	453	470	464	9	4	6	41	35	37	47	58	56	3	3	1
African American	NC	54	4264	NC	96	99	NC	465	465	NC	6	5	NC	31	35	NC	61	59	NC	2	1
Hispanic	52	450	33608	91	97	99	478	463	462	4	6	6	25	39	36	67	52	57	4	3	1
Asian/Pacific Islander	NC	41	2098	NC	100	99	NC	504	500	NC	2	2	NC	12	16	NC	78	75	NC	7	7
American Indian/Alaskan Native	NC	25	4128	NC	100	97	NC	460	464	NC	8	4	NC	40	39	NC	44	56	NC	8	1
White	NC	660	36213	NC	98	99	NC	492	489	NC	3	2	NC	22	22	NC	72	72	NC	4	3
Students with Disabilities	NC	192	10526	NC	88	94	NC	441	427	NC	11	15	NC	46	53	NC	41	31	NC	2	1
Students without Disabilities	66	1039	69846	100	99	100	482	486	482	3	3	3	23	25	26	71	68	69	3	4	2
Limited English Proficient Students	18	148	12747	82	94	97	441	419	432	11	14	12	44	58	52	44	28	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	65	569	38521	90	96	98	477	457	461	5	6	6	25	41	38	68	51	55	3	1	1
Non-Economically Disadvantaged	NC	662	41851	NC	99	100	NC	499	489	NC	2	3	NC	18	22	NC	75	72	NC	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1240	79306	88	98	99	489	518	504	14	8	13	28	17	20	51	48	49	8	27	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	640	38845	89	98	99	496	519	505	9	7	11	27	16	20	55	49	50	9	28	18
Male	32	598	40383	86	97	98	482	516	504	19	10	14	28	18	19	47	46	47	6	26	19
African American	NC	50	4171	NC	96	98	NC	480	485	NC	20	20	NC	32	26	NC	38	44	NC	10	10
Hispanic	48	440	32673	92	97	99	490	497	487	15	14	18	27	25	25	50	47	46	8	15	10
Asian/Pacific Islander	NC	42	2147	NC	95	99	NC	543	539	NC	2	5	NC	10	10	NC	45	46	NC	43	40
American Indian/Alaskan Native	NC	23	4034	NC	100	97	NC	498	479	NC	13	22	NC	30	29	NC	35	43	NC	22	7
White	10	682	36234	83	98	99	NA	533	523	NA	4	6	NA	11	13	NA	49	52	NA	35	28
Students with Disabilities	NC	157	10286	NC	87	91	NC	470	462	NC	28	41	NC	40	27	NC	27	27	NC	4	5
Students without Disabilities	57	1083	69020	100	100	100	492	524	510	14	5	9	23	14	18	54	51	52	9	30	21
Limited English Proficient Students	11	79	10291	79	95	96	456	450	458	36	38	38	36	38	34	27	24	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	56	498	37437	86	95	97	489	489	486	13	14	19	30	30	26	50	45	46	7	11	9
Non-Economically Disadvantaged	NC	742	41869	NC	99	100	NC	537	521	NC	4	7	NC	9	14	NC	49	51	NC	38	27

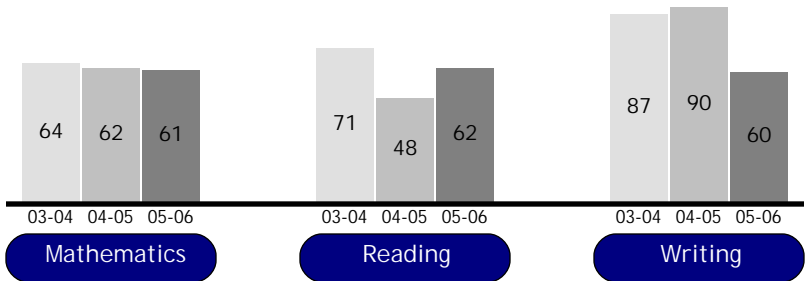
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	65	1242	79000	88	98	98	472	498	489	11	6	10	34	20	24	55	62	58	NA	12	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	643	38774	89	98	99	483	503	494	6	4	7	24	17	22	70	66	61	NA	13	10
Male	32	597	40150	86	97	98	460	493	485	16	8	12	44	23	25	41	59	55	NA	10	8
African American	NC	50	4153	NC	96	98	NC	465	476	NC	16	13	NC	36	30	NC	48	53	NC	NA	4
Hispanic	48	438	32508	92	97	98	471	478	472	15	11	15	29	29	33	56	56	49	NA	4	3
Asian/Pacific Islander	NC	42	2142	NC	95	99	NC	510	510	NC	5	4	NC	10	14	NC	69	67	NC	17	16
American Indian/Alaskan Native	NC	23	4016	NC	100	96	NC	485	467	NC	4	14	NC	30	37	NC	57	46	NC	9	2
White	10	686	36135	83	98	98	NA	513	508	NA	2	4	NA	13	14	NA	67	67	NA	17	15
Students with Disabilities	NC	160	9991	NC	88	88	NC	459	449	NC	19	33	NC	44	36	NC	32	29	NC	6	2
Students without Disabilities	57	1082	69009	100	99	100	472	504	495	12	4	6	30	16	22	58	67	62	NA	13	10
Limited English Proficient Students	11	77	10199	79	93	95	438	431	439	36	40	35	45	52	47	18	8	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	56	497	37234	86	95	97	471	474	472	9	12	15	38	32	33	54	53	50	NA	3	3
Non-Economically Disadvantaged	NC	745	41766	NC	100	99	NC	515	505	NC	2	5	NC	12	16	NC	69	65	NC	18	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	1238	79611	86	98	99	484	515	496	14	4	7	31	29	37	55	64	56	NA	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	644	39016	89	98	99	501	532	511	6	2	4	30	21	29	64	74	66	NA	3	1
Male	31	592	40519	84	96	98	466	496	482	23	7	10	32	39	44	45	54	46	NA	1	0
African American	NC	50	4188	NC	96	98	NC	479	486	NC	14	9	NC	30	40	NC	56	50	NC	NA	0
Hispanic	47	438	32855	90	97	99	491	497	481	13	7	10	28	39	43	60	53	47	NA	1	0
Asian/Pacific Islander	NC	42	2149	NC	95	100	NC	541	519	NC	NA	4	NC	24	24	NC	67	70	NC	10	2
American Indian/Alaskan Native	NC	23	3992	NC	100	96	NC	505	478	NC	4	10	NC	30	46	NC	65	44	NC	NA	0
White	10	682	36380	83	98	99	NA	528	511	NA	3	4	NA	23	30	NA	71	65	NA	3	1
Students with Disabilities	NC	155	10664	NC	86	94	NC	453	440	NC	17	23	NC	55	54	NC	27	22	NC	1	1
Students without Disabilities	56	1083	68947	100	100	100	497	523	504	7	3	4	34	26	34	59	69	61	NA	2	1
Limited English Proficient Students	11	77	10362	79	93	97	416	427	438	36	26	22	45	56	57	18	18	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	56	498	37626	86	95	98	484	487	479	13	7	10	32	45	45	55	47	45	NA	1	0
Non-Economically Disadvantaged	NC	740	41985	NC	99	100	NC	534	511	NC	2	4	NC	19	30	NC	76	65	NC	3	1

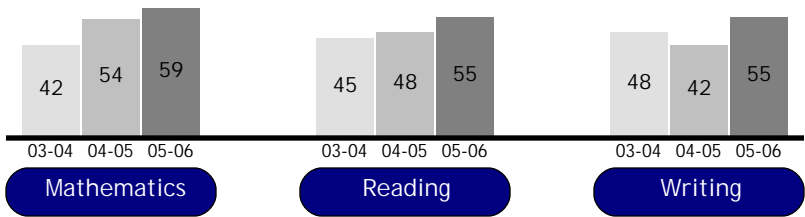
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	92	48	NA	58	98	42	54	47	100	32	56	46
	Language	92	42	59	50	98	43	55	47	100	30	54	48
	Mathematics	93	66	72	64	98	48	58	50	100	35	58	52
3	Reading	99	48	NA	55	100	33	49	44	95	37	54	46
	Language	100	61	68	61	100	37	48	44	95	35	52	46
	Mathematics	99	64	71	61	100	42	57	51	95	46	63	52
4	Reading	97	38	NA	56	99	37	54	48	95	41	58	52
	Language	94	34	59	52	99	39	54	49	93	37	58	52
	Mathematics	96	58	72	61	99	44	59	53	95	58	65	58
5	Reading	98	50	NA	55	100	36	55	50	88	44	63	56
	Language	98	42	60	49	100	35	55	50	88	43	61	54
	Mathematics	96	60	78	63	100	38	56	49	88	50	61	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Helen Keeling Elementary School

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 5 Teacher(s)
 4 Parent(s)
 1 Community Member(s)
 0 Student(s)

Council Duties

Ü Parent/Educator Relations
 Ü Curriculum Development
 Ü Instructional Strategies
 Ü School Safety Issues
 Ü Family Support Team Issues
 Ü Title I Budget Decisions

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	36.50
Other Professional Staff	2.00	Teacher Aide	5.63

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	7	1	0	0
7 to 9 years	4	2	0	0
10 or more years	11	10	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	35
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab
 Ü Library
 Ü Daily Broadcast

Extracurricular Activities

Ü Broadcasting Club
 Ü KIDCO (Parks & Recreation)
 Ü Girl Scouts and Boy Scouts
 Ü Miler's Club
 Ü Math Challenge
 Ü Student Council
 Ü Band/Orchestra
 Ü Library Club

Social Services

Ü Breakfast and Lunch Program
 Ü Clothing Bank
 Ü Adult Literacy Classes
 Ü Health Clinic
 Ü Full Time Social Worker
 Ü Full Time Family Advocate

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü A grant has allowed Keeling to house a community clinic which provides medical and other assistance to our families. Another grant provides a full-time social worker/counselor.
- ü A 'Caughtcha' program recognizes outstanding examples of responsible behavior. Students receive positive recognition for their efforts earning blue ribbons, books, and a letter home.
- ü A 'Miler's' program teaches children how to stay healthy by running laps around the school, reaching for a goal of 100 miles. They receive awards for their efforts at each level.
- ü A monthly Math Challenge program encourages students to learn their facts for fun and recognition.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The entire school staff has been trained in the Second Step curricula to teach students to make better choices. We have a full time Behavior Intervention Monitor.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

11

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Susan Haas	(520) 696-6944
Transportation Policy	Transportation Department	(520) 696-3783
Community Resources	Carlos "Sonny" Valencia	(520) 696-6974
School Nutrition Programs	Karen Martin	(520) 696-5134
Parent Organization	Judy Pilgrim	(520) 622-6895
Student Health/Nurse	Helen Sunstedt	(520) 696-6959

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.